**The Cult of Domesticity Exam Answers**

Multiple Choice

1. E – Chapter 1
2. D – Chapter 10
3. E – Chapter 13
4. E – Chapter 13
5. A – Chapter 23
6. A – Chapter 27
7. B – Chapter 32
8. C – Chapter 38
9. C – Chapter 2
10. D – Chapter 28
11. C – Chapter 13
12. E – Chapter 13
13. E – Chapter 17
14. C – Chapter 27
15. A – Chapter 32
16. A – Chapter 38
17. B – Chapter 3
18. B – Chapter 3
19. D – Chapter 14
20. C – Chapter 19
21. A – Chapter 24
22. E – Chapter 31
23. E – Chapter 33
24. E – Chapter 39
25. B – Chapter 6
26. C/D – Chapter 11
27. A – Chapter 14
28. D – Chapter 19
29. C – Chapter 24
30. A – Chapter 29
31. B – Chapter 24
32. B – Chapter 40
33. D – Chapter 7
34. B – Chapter 11
35. D – Chapter 15
36. B – Chapter 20
37. C – Chapter 25
38. D – Chapter 30
39. D – Chapter 35
40. B – Chapter 35
41. E - Chapter 7
42. A – Chapter 11
43. C – Chapter 15
44. B – Chapter 20
45. A - Chapter 25
46. E – Chapter 30
47. D – Chapter 35
48. C – Chapter 40
49. D – Chapter 8
50. A – Chapter 11
51. B – Chapter 16
52. A – Chapter 21
53. B – Chapter 26
54. B – Chapter 31
55. C – Chapter 36
56. E – Chapter 41
57. C – Chapter 8
58. C – Chapter 12
59. C – Chapter 16
60. B – Chapter 21
61. B – Chapter 26
62. C – Chapter 31
63. A – Chapter 36
64. C – Chapter 41
65. E – Chapter 9
66. B – Chapter 12
67. D – Chapter 17
68. A – Chapter 22
69. D – Chapter 27
70. A – Chapter 32
71. A – Chapter 37
72. C – Chapter 42
73. D – Chapter 9
74. C – Chapter 12
75. A – Chapter 17
76. C – Chapter 22
77. B – Chapter 27
78. D – Chapter 32
79. A – Chapter 37
80. A – Chapter 42

DBQ

Yes:

A – Explains how severely unjust it is for the colonies to be taxed by Britain. The money benefits the mother country, not the colonies, who remain so far away from all the prosperity.

B – In theory, people in the colonies are free from any British restrictions and obligations. They are entitled to natural rights guaranteed by the British regime, when in reality that is not the case.

C, F, H – Examples of legislation which caused tension between the colonies and Britain. They criticized Britain for expecting them to sacrifice their own rights to abide by these new laws.

D, E – Points out that the colonies have tried to make good relations with Britain, whose actions are still too extreme and show no mercy.

G – Emphasizes the fact that colonies were built by the colonists only, who worked hard and arduously. Now, they want nothing to do with Britain because Britain hardly has anything to do with them.

No:

C, H – Results of the Boston Tea Party. Britain was trying to repay the East India Company by closing down the port. She was also trying to restore order in a loose and slightly chaotic Massachusetts. The Administration of Justice Act may have seemed unfair, but it was a direct solution to the problem, all of which was caused by the colonists in the first place.

F – Although the Stamp Act was an imposed tax, Britain felt that the colonists should have some role in paying off its war debt since they and America are a direct product of that war. In any case, the tax was only created to help them.

D, E – The colonies feel like they are independent from Britain and are sick of their mother country interfering. They act like whiny, spoiled teenagers in their complaining. Moreover, they act immaturely, making demands and threatening separation to the country of their foundation, an act that inherently doesn’t make sense.

Essay Questions

1) From 1992 AP Exam, Question 2 (Unit II)

Legacy of colonial religious & political ideas

* The Enlightenment emphasized human equality & natural rights, thus making the colonists realize that England was treating them poorly. Without these beliefs, the colonists would have just allowed the King to give them no rights.

Parliamentary Taxation

* This started the wave of protests from American citizens. England unfairly imposed brutal taxes on everyday items which the colonists could not afford. For example, the Stamp Act, the Townsend Acts, the Tea Act, and the Sugar Act.

Restriction of civil liberties

* Intolerable Acts passed in 1774, restricting the colonists’ freedom. It forced the quartering of British troops in American homes, enlarged French Quebec, and allowed the trials of accused royal officials to be held in Great Britain.

English military measures

* Not until 1774, so the least important of the 4. British troops were quartered in American homes. Colonists felt as if their privacy was being encroached upon, and the line had been crossed. This was the final straw and began the war.

2) From 1988 AP Exam, Question 4 (Unit V)

Quote

* Means Lincoln wanted blacks to continue to have no rights, i.e. remain unable to vote, own property, etc.

Emancipation Proclamation

* Proclaimed freedom of 3.1 million slaves in the South
* Completely undermined Lincoln’s previous statement because it was the beginning to both social & political equality for blacks
* Main purpose: to recruit blacks into the Union army & gain support from anti-slavery nations
* Was not out of the goodness of Lincoln’s heart but a strategic measure

3) From 1985 AP Exam, Question 5 (Unit VII)

Monroe Doctrine

* Introduced by President Monroe and written by John Quincy Adams
* Denounced foreign interference/colonization by nations and called for U.S. intervention
* A peaceful neutrality that Americans had longed for
* Asserted that the Western Hemisphere was not to be colonized further by European powers and the United States would not colonize European territories
* U.S. became a dominant superpower and the Doctrine was not challenged by other nations

4) From 1992 AP Exam, Question 5 (Units IX and X)

Great Society

* Created by Lyndon B. Johnson
* Main goals: elimination of poverty & racial injustice
* Enacted as post-WWII prosperity was beginning to fade but not during a severe depression
* Tackled **civil rights** (Voting Rights Act of 1964, Civil Rights Act of 1968, Immigration & Nationality Services Act of 1965), **war on poverty** (Economic Opportunity Act of 1964, Food Stamps program, Job Corps, Peace Corps), **education** (Elementary and Secondary Education Act of 1965, Higher Education Act of 1965, Teacher Corps, Bilingual Education Act of 1968), and **health** (Social Security Act of 1965, Medicaid).

New Deal

* Created by Franklin D. Roosevelt
* Main goals: “relief, recovery, reform” from Depression and to prevent a similar event from occurring in the future
* Enacted as a response to the Great Depression
* Tackled **farming policies** (Resettlement Administration, Agricultural Adjustment Act, Farm Security Administration), **the economy** (Economy Act, Wealth Tax Act), **business, labor, & government cooperation** (National Industrial Recovery Act, Wagner Act, Public Works Administration)

Bibliography

* "ACE Practice Tests." *Redirection to Equivalent @ Cengage*. Web. 05 Apr. 2011. <http://college.cengage.com/history/us/kennedy/am\_pageant/13e/assets/students/ace/popup-branded.html?folder\_path=/history/us/kennedy/am\_pageant/13e/assets/students/ace>.
* APUSH Chapter Reviews, 1-41
* Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant.* Boston: Houghton Mifflin College Div, 2002. Print.
* "Test Guide for the AP US Exam." *WikiFreccia*. Web. 5 Apr. 2011. <http://wikifreccia.wikispaces.com/Test+Guide+for+the+AP+US+Exam>.

DBQ Documents

A – http://odur.let.rug.nl/~usa/D/1751-1775/stampact/object.htm

B – http://www.constitution.org/bcp/right\_col.htm

C – http://www.usconstitution.net/bostonportact.html

D – http://www.ushistory.org/declaration/document/

E – http://www.revolutionary-war-and-beyond.com/olive-branch-petition-text.html

F – http://www.ushistory.org/declaration/related/stampact.htm

G- http://www.ashbrook.org/library/18/jefferson/summaryview.html

H – http://www.usconstitution.net/adminjustact.html